THE IMPACT OF SOCIAL NETWORKS ON THE LEARNING PROCESS

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SUMMARY
This paper aims to highlight how social networks have been impacting student learning, as well as establishing an understanding of the main aspects related to the use of social networks in educational routines. The study's general objective is to describe the impact generated by social networks on the learning process. As for the specific objectives, these are: to highlight the main aspects of digital tools; to present the essential points of learning together with the use of social media; to analyze the impact of social networks within the learning process. In the methodological field, a literature review was carried out, highlighting some of the main concepts and analyses of renowned authors in the educational field, based mainly on books, articles and dissertations published over the last 12 years. It can be seen that the use of technological applications in the educational routine and school knowledge is something very common, requiring some care on the part of teaching professionals and students when using digital communities.
Keywords: Social networks; Learning; Teaching.

ABSTRACT
This paper aims to highlight how social networks have been impacting student learning, as well as establishing an understanding of the main aspects related to the use of social networks in educational routines. The study's general objective is to describe the impact generated by social networks on the learning process. As for the specific objectives, these are: to highlight the main aspects of digital tools; to present the essential points of learning together with the use of social media; to analyze the impact of social networks within the learning process. In the methodological field, a literature review was carried out, highlighting some of the main concepts and analyzes of renowned authors in the educational field, based mainly on books, articles and dissertations published over the last 12 years. It can be seen that the use of technological applications in the educational routine and school knowledge is something very common, requiring some care on the part of teaching professionals and students when using digital communities.
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1 INTRODUCTION

Nowadays, social networks have a great impact on the lives of university students. Therefore, teachers are faced every day with the dilemma of whether or not to use them as another teaching tool, with the aim of getting closer to their reality, since it is undeniable that the use of social networks constitutes (De Souza *et. al.* 2020).

Brito (2013) considers that learning strategies are procedures that students use consciously, in a controlled and intentional way as flexible instruments to learn meaningfully and solve problems. This encourages the formation of learning communities in which students investigate thematic content, as well as information of personal interest, and become leaders and responsible for their understanding.

The general objective of the article is to describe the impact generated by social networks on the learning process. As for the specific objectives, these are: to highlight the main aspects of the tools digital; present the main points of learning together with the use of social media; analyze the impact of social networks within the learning process.

The research is justified as a way of highlighting the possible impacts generated by the media social throughout the school and learning routine, describing the measures or procedures that, if adopted, can generate greater stability in the development of students, as well as their performance in terms of school knowledge.

In the methodological field, a literature review was carried out, highlighting some of the main concepts and analyses of renowned authors, addressing the use of social networks in educational routine.

Based mainly on books, articles and dissertations published over the last 12 years, highlighting how the social network has been observed in educational routine.

2. THEORETICAL FRAMEWORK
2.1. SOCIAL NETWORKS

Social media influences teens in other ways, too. The same sense of belonging that can bring solace to teens can also be detrimental. Because of their sense of belonging to a social media group, teens feel compelled to conform to the norms they have established and to instill these role-model traits into their developing personalities (Lima *et. al.,* 2012).

Social networks, therefore, influence young people in the sense that they present an idealistic view of the real world. These technological resources constantly allow teenagers to reveal a perfect life that contradicts their daily lives. In this way, teenagers undertake comparisons with these images and scenarios (Feliciano *et. al.* 2012).

So, when they enter an environment like a social network that provides an unviable standard of living compared to the real life of most Brazilians, they feel disappointed with their lives. This disappointment can lead to anxiety and self-esteem problems for adolescents at this age (Feliciano *et. al.* 2012).

Such mental health risks are therefore very acute for young people who are going through multiple psychological changes and are building their identity and self-confidence. As such, they are more susceptible to suffering the effects (Reis *et al.,* 2013).

For example, according to a survey by the Getúlio Vargas Foundation (FGV), social networks cause sadness, anxiety and depression in 41% of young people in Brazil. Therefore, it is important to be aware of the excessive use of virtual communities and the severity of their impacts. This is directly related to anxiety disorders, through the care and control of the young person's parents, so that they do not suffer permanent damage to their psychological health (Moromizato). *et al.,* 2017).

Social media has both positive and adverse effects on students and other young people, and the ultimate effect on a student depends on his or her behavior. The positive impact of social media includes several aspects, such as social interaction, staying connected with friends, exchanging useful information with others through social media sites, and access to sites that allow students to find online support that may be missing in traditional relationships (De Souza *et. al.* 2020).

2.2. LEARNING

Learning does not occur in isolation but in association with others such as teachers, tutors, and peers. Therefore, learning can be placed in observation, ranging from teacher or other person guided at one end to self-directed at the other end. By shifting from one side to the other, the amount of control over understanding changes, as does the amount of freedom to assess learning needs, to decide on the content of their knowledge problems, and to implement teaching strategies to unravel their learning problems (Cavalcanti, 2019).

Learning strategies refer to the way students process the material. A distinction is made between deep and shallow processing levels. Deep-level processing aims to find meaning in the material, while in shallow learning the reproduction of the content is the first issue of importance (Delors, 2019). Deep-level processing goes hand in hand with study activities such as elaboration and searching for underlying patterns and principles. Students who adopt a deep-level processing strategy

Surface level processing will likely involve rehearsal and memorization.

Learning is of fundamental importance to human life. For Piletti (2018), it is a complex phenomenon that is not restricted to the process of acquiring knowledge and information. Information is important, but it needs to undergo very complex processing in order to become meaningful to human life.

According to Schirmer, Fontoura and Nunes (2019) the knowledge routine is the construction of action; it is the awareness of coordination of actions. In this way, the student will build his knowledge through a personal history already traced, having a structure, based on the previous conditions of the entire learning process, in addition to being put in contact with content necessary for his learning.

zed. The authors explain that specific learning of reading and writing is related to a set of factors that demand the adoption of principles of language mastery and the capacity for symbolization, and internal and external conditions important to development must be present.

Learning difficulties characterize a picture of school failure that accompanies several causal factors and day after day gain more space for research and intervention in the areas of education and health. It is possible to consider them as a public health problem, as their interference goes beyond the walls of schools and appears in society through illiteracy rates and citizens with low levels of education (Coll, 2016).

2.3. IMPACT OF SOCIAL NETWORKS ON THE LEARNING PROCESS

In the modern era, social media and social networking drastically influence the student community, and this technology is progressively becoming a part of every individual's daily life in modern society (Brito *et. al.* 2013). Innovations are occurring rapidly in the field of information technology and are being introduced through various social media and social networking sites. For example, Facebook, LinkedIn, Twitter, and WhatsApp provide new patterns of social communication interaction, and some of these communication methods are neither directed nor reciprocal.

Social media is increasingly becoming a critical element of human society, altering our social norms, values, and culture. Information sharing and content distribution are becoming important social desires (De Souza *et. al.* 2020). They have changed the way people, including university students — and especially female students — communicate, interact and socialize throughout their learning processes in educational institutions.

This new form of media is playing a vital role in sharing content between college students and the rest of society (Brito *et. al.* 2013). Students now have the opportunity to participate in social discussions by sharing images and photos, posting their comments, disseminating ideas, and so on. Today, social networks often impact the daily lives of young people and college students in particular. Digital media and digital communities are revolutionizing the methods of everyday communication, collaboration, information sharing, and information consumption.

The popularity of social media apps and social networking sites has skyrocketed over the past decade (Oliveira, 2017). Typically, the reason for this rapid increase is that teenagers and college students are using social media apps to gain global access. These social media sites like Facebook and Twitter are becoming the craze in our society for everyone these days.

Today, students are increasingly relying on information and data that is easily accessible on social media sites and the internet (Portugal *et. al.* 2020). This is the reason why students' learning skills and research capabilities are declining in certain situations as their engagement with these websites reduces their focus, which makes them devote less time to studying and results in a decline in their academic performance.

Typically, as students spend more time on social media, they spend less time socializing face-to-face or in-person with others, and these habits reduce their communication skills (Brito et. al. 2013). Students' time-wasting on social media can also cause them to occasionally miss deadlines.

Students fall prey to social media more often than anyone else. This may be because social media is an attractive way for students to avoid boredom while studying or researching their course material online, diverting their attention from their work (Oliveira, 2017).

Social platforms have also been criticized for revealing and fueling negativity, which has a net negative effect on students. For example, the following social media platforms have been ranked: Most to least negative based on user ratings: Twitter, Facebook, Snapchat and Instagram (Portugal *et. al.* 2020). Users have described Instagram in particular as having a negative effect on people, causing stress and tension in individuals' bodies.

Excessive use of social digital tools makes students emotionally and physically unbalanced. shouts and results in boring or irritable behavior. Considering the pros and cons of social media, parents of students should impose regulations on their children's use of social media as the negative impact of social media can affect a student's educational performance (Lorenzo, 2015).

These findings are useful in encouraging parents to keep an eye on their children, because excessive use of social media is harmful to teenagers. This balanced approach is useful, because social media use

social media during the learning process brings benefits to students. However, the adverse effects of social digital tools can cause harm to health with disproportionate use.

2.3.1. Teaching strategies and processes for stability in the use of social networks

Digital communities are growing all over the world, and an increasing number of teenagers, student communities and others are joining these social media sites to interact with friends, family and strangers. They influence human behavior, and technological advances have technically contributed to improving learning and social interactions, sharing information and receiving updates through social networks (Estácio*et. al.*2020). Social media applications are beneficial in educational institutions, medical sciences, and commercial enterprises. Social media has significantly transformed the ways in which people, social communities, and other organizations create, share, and consume information in the last decade.

Regarding the role of the student in social networks, and because this represents the central axis of the teaching-learning process, it is necessary for them to develop knowledge linked to the possibility of accessing sources of information supported by technologies and, in addition, to present technological knowledge and skills that allow them to consume, use and produce more information (Lorenzo, 2015).

Students in the context of social networks need to develop skills such as finding, assimilating, interpret and reproduce information, so it is necessary for them to recognize their learning styles, as each one has a different way of perceiving and processing (Rangel et. al. 2015). The above also implies that depending on the context and type of information, the student combines their particular learning styles: visual, auditory or kinesthetic, according to their perception channel, or theoretical, pragmatic, reflective, active, based on the internalization that they carry out at a specific stage.

Learning strategies are characterized as procedures through which information can be acquired and integrated into existing knowledge; they require effort, are voluntary, essential and necessary in educational environments, because they generally help to improve academic performance (Estácio *et. al.* 2020).Therefore, social networks, and Web 2.0 tools in general, can be considered a learning strategy, as they would play the role of facilitators of information and means of integration and communication; voluntarily, students would have access to them and they would add value to their learning processes.

For networks to be part of educational transformation, it is important to highlight that the teacher has a significant role, as he or she participates in the process of generating knowledge together with the student in a constructed and shared way (Nogueira et. al. 2013). From this, it is understood that the central processes of learning are the organization and understanding of the informative material, since learning is the result of interpretation.

However, in this type of learning situation, the teacher's efforts are focused on helping the student develop talents and skills through new teaching schemes, which makes him/her a guide in the teaching-learning process. At the same time, the student becomes a more autonomous and self-sufficient being, who builds his/her own knowledge (Lorenzo, 2015). The teacher's role is to help the student learn.

Likewise, the change that social networks bring about in the role of the teacher is decisive. Rangel et. al. (2015) state that the teacher is no longer the source of knowledge transmission for his students, since all the magnitude of knowledge that is desired resides on the Internet, and he must be aware of this and legitimize his position in the classroom as a guide, tutor and mediator in learning.

3. CONCLUSION

Social platforms have revolutionized all aspects of life in the 21st century, access to education is no exception. Based on this, access to these social networks and knowledge in the information society allows for plurality, democracy and the free communication of knowledge. In this case, teaching staff must have the ability not to see the use of social technologies as something pejorative, but rather apply it as a way of using social networks in education.

It should be mentioned that it should be clear that digital environments have become the platform on which social relationships are built and strengthened in this 21st century. The use of digital communities causes a paradigm shift in traditional educational systems. This is because democratic dialogue is encouraged between teacher and students to share resources, facilitating collaboration that enhances

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communication skills.

In student-student relationships, it allows for extracurricular socialization by fostering interaction between them. Complementing classes with activities in digital communities, creating study groups, facilitates interaction between students. Finally, teachers acquire new information to be able to apply it in their classes, thanks to the educational resources provided by the knowledge society that facilitate the search for information and its dissemination. Likewise, the media establishes contact and communication with experts in various subjects and professions, providing the possibility of delving deeper into a topic.

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